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ABSTRACT

Using Terrence Deal's four developmental stages of alternative schools, the authors analyze the development of two Lansing, Michigan, alternative schools (the Capitol Alternative Education Program and the Re-Entry Program). Deal's four stages are the euphoric stage, the psychic upheaval stage, the dissatisfaction stage, and resolution (either dissolution or a return to traditionalism). This case study found that the two Lansing programs developed generally according to Deal's outline, but over a longer period of time than the alternative programs Deal had studied. Both programs are still in operation and have utilized ongoing evaluation to ascertain whether or not they are achieving their educational objectives, which are listed in this paper. (DS)

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"THE DEVELOPMENT OF TWO ALTERNATIVE
EDUCATION PROGRAMS"

Lansing School District
Lansing, Michigan

April, 1976

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The article "An Organizational Explanation of the Failure of Alternative Secondary Schools," by Terrence Deal offers a theoretical frame work within which to review alternative education programs. Lansing's two alternative programs depart from the programs described by Deal in several important ways. These differences are discussed. The authors, however, feel that it is significant to view alternative programs within such a frame work. The Deal article yields a point of departure and a scale of dimension and stages to measure Lansing's alternative programs by. The authors by no means attempt to place criteria on this measurement. The worth or non worth, or the virtue of any level of attainment of a dimension or stage pends on the utility and applicability of that dimension or stage to the program.

Alternative education programs have been a facet of public education in the United States for several years. Alternative education programs have existed within the Lansing School District for the past 6 years.

In an article entitled "An Organizational Explanation of the Failure of Alternative Secondary Schools," published in the April 1975 issue of the Educational Researcher, Terrence Deal describes stages of development of alternative education programs. As the authors of this article viewed the alternative programs existing within the Lansing School District, they found many similarities between the Lansing programs' stages of development and the stages as described by the Deal article.

The two alternative programs in Lansing are the Capitol Alternative Education Program which serves high school aged students and the Re-Entry

Prepared for presentation at the American Educational Research Association Annual meeting held April 1976 in San Francisco by Pessi Jo Ray, Office of Evaluation Services, Marian Campbell, Office of Evaluation Services and Boris Walker, Alternative Education Program, Lansing (Michigan) School District.

Program which serves junior high school and senior high school aged students. Both the Capitol Alternative Education and the Re-Entry Programs receive students through court referrals. This makes for a student population markedly different than the students who attend the alternative programs Deal describes. Students who attend the Capitol Alternative and Re-Entry Programs are students who have dropped out, or have been pushed out, or kicked out of conventional school. Not only are they dissatisfied with the conventional school setting but also may be students with great academic difficulty and/or discipline or behavioral problems.

Students with the characteristics which typify the populations of Capitol Alternative and Re-Entry seem to require different alternatives in education than students who are merely dissatisfied with conventional education and seeking an alternative.

Forty-nine percent of the students who attend Capitol Alternative Education are minority group students (primarily Black). Many of the students in each program are from lower-middle to lower class economic groups. The figures for Re-Entry are similar.

Deal defines alternative programs by their degree of innovativeness. Table 1 shows the degree of innovativeness of Lansing's two alternative programs compared to the criteria shown by Deal.

In Table 1, we have shown the degree of innovativeness of each program at its inception and also the degree of innovativeness of the program presently.

Learning Dimensions	Alternative Secondary Schools		Capitol Alternative Education		At Inception	Now	At Inception
	Conventional Secondary Schools	Alternative Secondary Schools	Conventional Secondary Schools	Alternative Secondary Schools			
Who is involved in the learning process (roles)	Certificated teachers, counselors, administrators, students. All have relatively well-defined role expectations.	Teachers, administrators, parents, community members, students-- anyone who has something to teach. Certification requirements relaxed; role distinctions	2 non-certificated teachers; 2 certificated teachers; teachers served as counselors-advisors; roles less defined some parental input (mostly in planning stage before funding).	All teachers certificated; counselor; advisor not certificated teachers. Teachers roles more defined than at inception of program; expectation of teacher role defined but not as rigid as role of conventional school teacher. Little parental, community involvement.	1 certificated teacher for approval 40 students Roles well defined Teacher activities		
What is learned (curriculum)	State-or district-prescribed curriculum. Knowledge divided into subject areas. Special programs for non-college-bound or other "special" students. Emphasis on cognitive learning.	Wide variation in educational substance, dictated largely by interest of students; may encompass areas usually taught in school but also extends into many other areas. Emphasis on affective learning.	Emphasis on the affective; examples of courses include: Her story (Women's History) Protest movements Bilingual Reading Blackness Dialectics Journalism Literature Art Cooking Sewing Psychology	Curriculum includes many of same classes in conventional programs; emphasis on reading and math; but also on enrichment; reading and math labs and objective learning packets; examples of courses include: Algebra Accounting Horticulture Jazz Workshop Photography Minority History Consumer Knowledge Chemistry Sensuality Womens group	Traditum; government social Emphasis medial native.		

Alternative
Secondary
Schools

Capitol Alternative Education

Re-Entry

Now

At Inception

Now

At Inception

Teachers, administrators, parents, community members, students-- anyone who has something to teach. Certification requirements relaxed; role distinctions

2 non-certificated teachers
2 certificated teachers; teachers served as counselors-advisors; roles less defined some parental input (mostly in planning stage before funding).

All teachers certificated; counselor; advisor not certificated teachers. Teachers roles more defined than at inception of program; expectation of teacher role defined but not as rigid as role of conventional school teacher. Little parental, community involvement.

Certified teachers and classroom aides (1 teacher, 1 aide per site).

1 certificated teacher and 2 aides for approximately 40 students. Roles well defined. Teacher directed activities.

Wide variation in educational substance, dictated largely by interest of students; may encompass areas usually taught in school but also extends into many other areas. Emphasis on affective learning.

Emphasis on the affective; examples of courses include:

Her story (Women's History)
Protest movements
Bilingual
Reading
Blackness
Dialectics
Journalism
Literature
Art
Cooking
Sewing
Psychology

Curriculum includes many of same classes in conventional programs; emphasis on reading and math; but also on enrichment; reading and math labs and objective learning packets; examples of courses include:

Algebra
Accounting
Horticulture
Jazz Workshop
Photography
Minority History
Consumer Knowledge
Chemistry
Sensuality
Womens group

Traditional curriculum; english, government, math, social studies
Emphasis on remedial and cognitive.

Emphasis on cognitive - reading and math; however most sites strongly emphasise affective.

Learning Dimensions	Conventional Secondary Schools	Alternative Secondary Schools	Capitol Alternative Education		At Inception	Now	At Inception
Why is it learned (authority)	Extrinsic motivation; learning to fulfill requirements, to pass tests. Authority vested in teacher: "do what you are told." Teachers directive.	Intrinsic motivation; learning because of interest or need to know, to learn a skill or to acquire knowledge. Authority vested in students. Student choice.	Intrinsic motivation; no attendance requirements.	Motivation mixed; students prepare their schedule and set their education goals. Attendance requirements.	Extrinsic motivation.		
How is it learned (methods)	Emphasis on reading, writing, listening; group presentation; lecture by teacher common; some audio-visual aids; some discussion.	Methods vary as widely as curriculum; reading, writing, listening not excluded, but emphasis on doing and experiencing; all senses involved.	Lecture, reading, writing, listening, teacher directed learning; some student directed activities.	Lecture, reading, writing, teacher directed; independent study, learning labs, more student directed activity.	Tutoring, traditional with instructor		
Where learning takes place (location)	Learning takes place on campus, in classroom. Some field trips but these are exceptional.	Wide variation in location of learning: private homes, beach, forest, libraries, businesses. Instruction in formal classroom is the exception rather than the rule.	Variety of settings, much learning out side of building; i.e. in court rooms, on field trips, at parks etc.	Most of learning takes place in class rooms but learning also takes place in other non-school settings, field trips etc.	On site		
When learning takes place	Instruction typically between hours of 8 and 4; day segmented into periods or modules.	Learning takes place anytime, depending on nature of learning task; infrequent scheduling, no time segmentation.	Classes took place at variety of times no real class schedules set. At the beginning students and teachers arranged time for class or individual meetings.	Formalized class schedule. Flexible time is available for mini courses. some extra curricular activities are offered in the evenings. Reading and math labs are available to students between and pm. School is open to students from 9 am to 4 pm.	Regular hours. had some		

Alternative
Secondary
Schools

Capitol Alternative Education

Re-Entry

Secondary Schools		Capitol Alternative Education		At Inception		Now			
		At Inception		Now		At Inception		Now	
motivation; to fulfill tasks, to pass authority teacher: you are told." directive.	Intrinsic motivation; learning because of interest or need to know, to learn a skill or to acquire knowledge. Authority vested in students. Student choice.	Intrinsic motivation; no attendance requirements.	Motivation mixed; students prepare their schedule and set their education goals. Attendance requirements.	Extrinsic motivation.	Varies among sites primarily intrinsic motivation.				
on reading, listening; presentation; teacher some audio-visuals; some	Methods vary as widely as curriculum; reading, writing, listening not excluded, but emphasis on doing and experiencing; all senses involved.	Lecture, reading, writing, listening, teacher directed learning; some student directed activities.	Lecture, reading, writing, teacher directed; independent study, learning labs, more student directed activity.	Tutoring. (on site traditional), with little formal instruction.	Varies among sites; many experiences in learning by doing.				
takes place in classroom field trips are excep-	Wide variation in location of learning: private homes, beach, forest, libraries, businesses. Instruction in formal classroom is the exception rather than the rule.	Variety of settings, much learning out side of building; i.e. in court rooms, on field trips, at parks etc.	Most of learning takes place in class rooms but learning also takes place in other non-school settings, field trips etc.	On site.	Primarily on site, but also field experiences.				
on typically hours of 8 and mented into modules.	Learning takes place anytime, depending on nature of learning task; infrequent scheduling, no time segmentation.	Classes took place at variety of times no real class schedules set. At the beginning students and teachers arranged time for class or individual meetings.	Formalized class schedule. Flexible time is available for mini courses. some extra curricular activities are offered in the evenings. Reading and math labs are available to students between and pm. School is open to students from 9 am to 4 pm.	Regular school hours. Summer 1970 had summer session.	Primarily between 9 am and 4 pm.				

The Capitol Alternative Education Program began as a "radical" approach to education. It grew from an experimental alternative "free school" which was a consolidation of three community based programs; the "Malcolm X Skills Academy", which drew students primarily from the black community; "Sol de Aztlan", which was supported by the Latino-Chicano Community; and the "People's Learning Center" which was begun by whites who were closely aligned with the anti-war peace movement of the 1960's. These groups joined to form the "Lansing Educational Foundation". The foundation prepared a proposal for funding and latter involved the Lansing School District as a co-author and sponsor of the proposal. The proposal submitted and funded contained substantially less parental and community involvement than did the original proposal. The Capitol Alternative Education program started out with features which paralleled those described by Deal as features of an alternative school program. The original Capitol Alternative Program was indeed an alternative by Deal's criterion. An original proposal writer, aligned with the Malcolm X Skills Academy described the intent of the original proposal to be to serve "serious students" who were turned off by the traditional school setting (a population more like the population assumed by Deal). Today the program has moved more toward the conventional in the six dimensions diagrammed in Table 1; however, in crucial ways, (notedly the dimensions of rules, authority, methods) the program remains an alternative.

The Re-Entry Program began as an appendage to the traditional school program. Although it was an attempt to serve students who had dropped out, been kicked out or pushed out of the traditional school (approximately 80% of the original students fit into this category) and students

who were entering or returning to the school district between semesters and were unable to join classes in the traditional setting until the beginning of a new semester (approximately 20% of the original students were of this category), the program offered closely resembled the traditional school in the dimensions described in Table 1. The original Re-Entry program did not resemble an alternative education program as described by Deal. The Re-Entry Program now more closely resembles an alternative program in these dimensions. On the continuum from conventional education to alternative education the Re-Entry program holds a position closer to conventional than does the Capitol Alternative program.

When comparing the characteristics of the Capitol Alternative program and the Re-Entry program, Capitol Alternative more closely resembles the definition of alternative schools shown by Deal in each of the six dimensions.

Although the Re-Entry and Capitol Alternative Education programs each serve a similar target population, the format of each program differs. For an extensive review of the target population served and a description of the Alternative Education and Re-Entry programs, please refer to the Re-Entry Final Evaluation Report 1974-1975 and the Alternative Education Final Evaluation Report (Capitol Alternative Program) 1974-1975 both available on request from the Office of Evaluation Services of the Lansing School District.

Deal describes four stages through which alternative educational programs

progress. The stages are characterized as follows:

Stage one: Euphoric Stage

"Things were never so good." excitement, romance, adventure, enthusiasm, interest, idealism

Stage two: Psychic Upheaval Stage

individual depression, listlessness, sickness, crying, erratic behavior, crisis, normlessness, lack of feedback.

Stage three: Dissatisfaction Stage

"This is no better than anything else." disgruntlement, negativism, dissatisfaction, rise in absenteeism, students unable to describe needed changes, students vocal in criticism, parental complaints increased.

Stage four: Resolution: Dissolution or Return to Traditionalism

Decision point: (Available Options)
Change in authority relationships; move toward conventional; remains alternative; change in organizational structure.

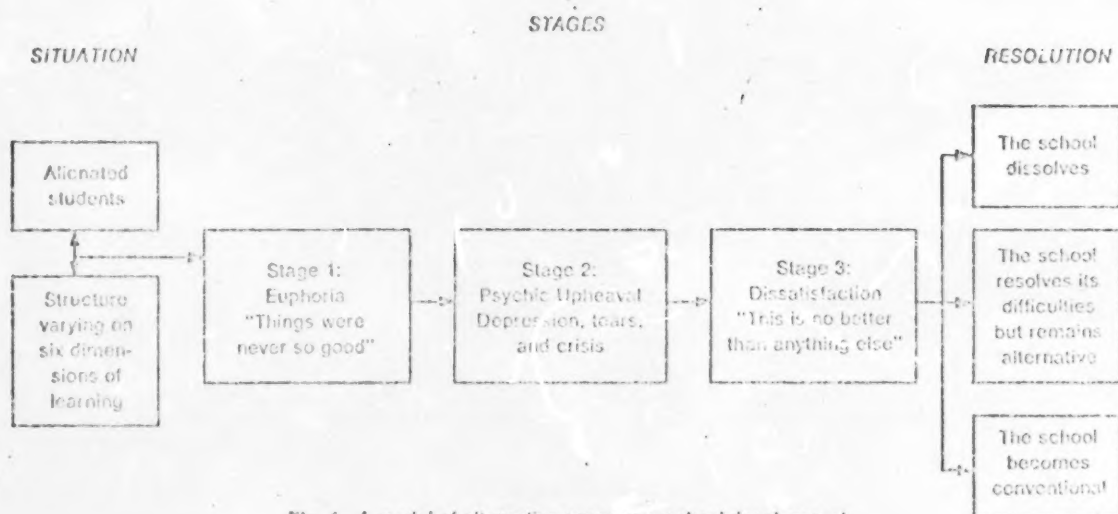


Fig. 1. A model of alternative secondary school development.

* Taken from article by Terrance Deal.

Alternative programs in Lansing have proceeded through these stages of development as diagrammed by Deal (Figure 1). The end product has been a mixture between innovative and conventional programs.

As shown in the evaluation reports of the two programs, each have had to cope with problems of defining its role as an educational program, and meeting student, teacher, community and administrative and funding agency expectations.

The major contrasts between Capitol Alternative Education and Re-Entry appear to be in their requirements for evaluation and their structural design. Capitol Alternative Education, located in one central site with an on-site coordinator to serve as a liaison to central administration, was required to submit evaluative data from the onset of the program. It has maintained a working relationship with the school district's Office of Evaluation Services and, therefore, records and documents of its stages of development are readily available. The program employs about 5 teachers, 1 secretary, an advisor, and an on-site coordinator, who serve approximately 100 students yearly. The Capitol Alternative Program first began in April, 1972.

Re-Entry, located in seven separate sites throughout the district, maintains a diversified autonomous staff with one teacher and one aide per site. Each teacher appears to feel that they are autonomous and in control of their site with responsibility for that site.

Re-Entry staff members did not maintain the close communications as did the teachers in Alternative Education. Re-Entry is coordinated by a central administrative director. The Lansing Re-Entry Program is in its sixth year of operation. It was first begun in 1970.

STAGES OF DEVELOPMENT: CAPITOL ALTERNATIVE EDUCATION

Stage One: Euphoric Stage

In reviewing the euphoric stage of the program, which the Deal stages of development imply as the first stage, unique characteristics of the Capitol Alternative Program and the target population must be reviewed. Students become involved in the Capitol Alternative Program on a referral basis. Students were referred by the school district Office of Pupil Personnel. Student placement in the program was a result of several negative encounters with the traditional educational system and was the result of a punitive action.

Students who were referred to the program are typically not the "serious student" who has merely been turned off by the traditional educational environment.

Students are typically students who have experienced high rates of educational failure; students who have experienced negative encounters with the educational institution specifically and several other institutions generally (police departments, courts; etc.) and the authority figures who represent these institutions (teachers, principals, counselors, police, judges, etc.).

Students who have spent their educational career in traditional school settings, particularly students who are low achievers, have had little experience in self directed learning. The intrinsic rewards which traditionally motivate moderate to high achieving students are generally not a motivating factor with low achieving students due to the scarcity of

reward, (i.e., good grades, parental/significant other approval, etc.).

Students who first came to the Capitol Alternative Program were somewhat apprehensive of the role of the teacher as a peer, and their role in the instructional process. According to surveys taken during the first year of the program, students and teachers felt that a number of students had left the program because of the feeling of "too much freedom". They reported that some students were unable to handle the freedom and responsibility.

Despite the feeling of some students that the program provided too little structure, many of the students saw the program as an opportunity and were enthusiastic about being able to exercise the new freedom.

Teachers saw the program as an educational ideal. First perceptions by the teachers was that the program would allow for complete freedom of staff and students, and that the program course and direction would be set by staff and students.

Stage Two: Psychic Upheaval Stage

The psychic upheaval stage developed as the program realized its pressure to be accountable to the funding source. After an inspection by the funding source, several points in non-compliance with the proposal were found. The program coordinator attempted to delineate some structure for the program. Issues raised were class schedules, staff responsibilities, scheduling of off-site activities, etc.

Staff saw this as an attempt on the part of the coordinator to grab power and lay more structure on the program.

The program staff saw the role of the coordinator as a "front" for central administration and to handle logistical management chores, i.e., ordering supplies. The coordinator was seen by staff as having no more "power" than any other staff members. At one point, it was suggested by staff that the program be coordinated on a rotating basis by staff members.

The relationship between staff members and the coordinator was extremely strained. Staff members exhibited distrust of the coordinator.

The relationship was passed on to the students who felt that the coordinator was trying to "wreck" the program.

At one point during this stage of the program, students played pranks on the coordinator. Students at one time removed all of the hinges from the door to the coordinators office. At another time students painted the word "pig" on the front of the building.

Stage Three: Dissatisfaction

The upheaval stage progressed into a stage of general dissatisfaction which existed throughout the 1972-73 and into the 1973-74 school year. During the 1973-74 year, the dissatisfaction stage was barely distinguishable from the previous stage. One teacher in answering a questionnaire on things which had taken place which she felt were inappropriate to the program commented that:

"the way it (curriculum) was set up our ability to be creative and innovative was stopped . . . felt more restricted by rules in this program than in public school. It may look like an alternative for students but it was no such thing for teachers . . . The continual attempts to mold our program into a regular kind of school and the expectation that stu-

dents in the program were going to be able to function like students who are remaining in school. From administration, coordinator, half way house, I was given the impression that we were going to perform miracles. That the students would earn credits, love school and be able to learn in the same ways that students in school learned. It seemed to me that everybody (outside of staff and students at our school) forgot that most of the students had experienced failure in all aspects of their lives, i.e. school, family, law."

With staff changes, a new director and a new coordinator, the conflicts of the 1972-1973 program year were resolved.

Problems in the 1973-74 year centered around the issue of evaluation and student rights and responsibilities.

Students were described as apathetic. The program became more teacher directed in choice of course offerings, among other areas.

Part of the student apathy may be attributed to the problems of the previous year. During the height of the conflict between staff and the coordinator, students saw that the staff did not have the power or freedom that staff had believed itself to have. Students also believed their own power to be diminished from the power staff told students they had. Students were disillusioned with the program.

Additionally this period took place at a time when students in general were exhibiting characteristics of apathy and disillusionment. Student protest on high school and college campuses had quieted down. Student political coalitions were less prevalent than in the late 1960's.

Stage four: Resolution

The Capital Alternative Education program appears to have reached the

resolution stage in 1974-1975. Again, the program had a new coordinator. The program made a shift toward the traditional. This shift was exhibited by more structure, and more staff directed activities. The roles of teachers and staff members were defined. As part of a joint decision by coordinator, staff and students, teachers were required to turn in extensive course descriptions and outlines. Staff seemed to work closely with the coordinator. Many of the staff members during this stage of the program were working in an alternative school for the first time and some were first year teachers.

Whereas the program described by the Deal article progressed through the stages described within a matter of months, the Capitol Alternative Education program passed through these stages in three years.

STAGES OF DEVELOPMENT: Re-Entry

Stage One: Euphoric Stage

The Re-Entry Program did not initially go through a stage of euphoria as the stage was described by the Deal article, or as it was exhibited in the Capitol Alternative Program. Most students who came into the program came as a result of a punitive action (referral from the school district Office of Pupil Personnel). Notwithstanding this fact, a number of students were enthusiastic about the prospect of learning in a somewhat different setting than was offered by the conventional school setting.

Stage Two: Psychic Upheaval

The psychic upheaval stage occurred most noticeably with the program staff. In 1971-1972, there were two senior high and two junior high sites. The staff felt that they were getting little central administrative support.

The psychic upheaval stage culminated in the staff presenting a list of demands to central administration.

Re-Entry had been placed within the realm of administration of the director of Adult Continuing Basic Education. Program staff felt that they were not receiving the support needed from this administration. The administration of the program was moved to the Office of Secondary Education. Staff felt that they had a more sympathetic ear in central administration under the new director.

Stage Three: Dissatisfaction Stage

The dissatisfaction stage was perhaps concurrent to the psychic upheaval stage.

The staff, each working autonomously within each site, feels that they are ultimately responsible for their own program. Unlike Capitol Alternative Education which had an on-site administrative liaison, the staff of Re-Entry saw no scape-goat between themselves and central administration. Responsibility for dissatisfaction with the direction of the program had to be ultimately assumed by each staff member for their individual site.

Stage Four: Resolution

Re-Entry is in the process of evolving toward an alternative. Unlike Capitol Alternative which began as an innovative program and has had to evolve to a more workable program, Re-Entry began as a permeation of the traditional and due to its target population had to evolve toward an innovative alternative program. The Re-Entry program is not at a true state of resolution but is instead currently somewhere between quiet personal discontentment and a shift toward innovation. Several sites

have experimented with degrees of non or loosely structured programs. Each has returned to structure which allows for freedom of choices.

Comparison of Programs

Capitol Alternative has most noticeably moved through the stages described by the Deal article. Capitol Alternative also has been an alternative as described by the dimensions of innovativeness for a longer period of time than has Re-Entry. Capitol Alternative has received categorical state funding since its inception and has been responsible for providing product data and for describing goals and objectives since the beginning of the program. Conversely, Re-Entry has not been an alternative program for very long. Re-Entry has not until 1973-1974 been funded by categorical funds. The program prior to 1973-1974 had no accountability pressure to provide program goals and objectives or to provide product data on program achievement. (After receiving State Aid, Section 48 funding in 1973-74, the program was required to submit evaluative data to the funding agency and formed a working relationship with the Office of Evaluation Services.)

METHODS OF EVALUATION

The Capitol Alternative Program and the Re-Entry Program have each developed differently in terms of the use of evaluative data.

Capitol Alternative Education Program

The Capitol Alternative Program was required by its original funding source to submit program product data for evaluation. The Capitol Alternative program contacted with the school district's Office of Evaluation Services to perform the evaluation of the program. The evaluation of the program during that first year consisted of three major components:

- 1) Internal Evaluation; carried out by Office of Evaluation Services, utilizing CIPP model.
- 2) External Evaluation, carried out by contracted consultant; (Dr. George Field, staff psychologist of Michigan Corrections Psychiatric Clinic State Prison of Southern Michigan.
- 3) Community Evaluation carried out by a committee of parents, students, school board member, probate court case worker, community members, teacher from Re-Entry staff.

Much of the evaluation consisted of process evaluation. Student and staff questionnaires were used.

The following chart shows the product objectives and the evaluation design employed to evaluate the 1972-1973 program. The data submitted for the final report paralleled the data sources described in the evaluation design. In the case of student self concept, however, an instrument was not used or developed. Attainment of this objective was determined by teacher judgment.

Alternative Education Program

2. DESCRIPTION OF PROGRAM AND EVALUATION - 1972-1973

PRODUCT PERFORMANCE OBJECTIVE	Measurement Instruments		Data Collection Procedures			Person Responsible
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Dates	
1)* Target Group youth will not be officially arrested during the project	Court Records	N. A.	N.A.	Youth in danger of becoming delinquent (Module 1)	Monthly, with end of year summary	Evaluation Assist.
2)* Target group youth will not be suspended, expelled, or excluded from school during the project	School Records	N.A.	N.A.	"	"	"
3)* Target group youths previously arrested will not be arrested during the project	Court Records	N.A.	Previous Year	Youth's who have been arrested (Module 2 and Module 3)	"	"
4)* Target group youths previously suspended, expelled, or excluded will not be during the project	School Records	N.A.	Previous Year	"	"	"
5)* Target group youths will not be placed under the official jurisdiction of the juvenile court during the project	Court Records	N.A.	N.A.	Youth's who have been arrested (Module 2)	"	"

Appendix Problems Supplement to the Application

Alternative Educational Program - DESCRIPTION OF PROGRAM AND EVALUATION - 1972-1973

PRODUCT PERFORMANCE OBJECTIVE	Measurement Instruments		Data Collection Procedures			Person Responsible
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Dates	
1. Target group youth from being placed in an institution during the project	Court Records	N. A.	N. A.	Youth for whom the juvenile court year summary has accepted official jurisdiction	Monthly, with end of May, 1972	Evaluation Assist.
2. Target group youth will demonstrate improved self-concepts	Self-report Self-concept inventory	Oct. 15, 1971	Oct. 15, 1971	All target group youths	Oct. and May, 1972	"
3. Target group youth will demonstrate improved academic progress and will complete high school	School Records (Grades, diplomas, G.E.D. Certificate)	N. A.	Previous Year (Grades only)	"	Monthly with end of year summary	"
4. Target group youth will obtain entry into the work force or enroll in an educational institution upon completing high school	Follow-up questionnaire and interview	Jan. 1972	N. A.	"	"	"
5. Youth-serving agencies will cooperate with the program and adopt the activities of the project	Questionnaire	Jan. 1972	N. A.	All	Monthly	"

Juvenile Problems Supplement to the Application

Alternative Education Program - DESCRIPTION OF PROGRAM AND EVALUATION - 1972-1973

PROJECT PURPOSE OBJECTIVE	Measurement Instruments			Data Collection Procedures		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Dates	Person Responsible
11. Target Group youth will determine their career development	Questionnaire and Interview	January, 1972	N. A.	All	Monthly	Eval. Assist.

1973-1974

Again, there was much emphasis placed on process evaluation during the 1973-74 program year. The program goals and product objectives and methods of assessing and reporting attainment of those objectives. were as follows:

GOAL A: "To Improve Self Concept."

Objective 1: Students will come to understand their own emotions and the emotions of others.

Check-list of behaviors with narrative; to be filled in by teacher. The evaluator determined that it would not be meaningful to present the results as part of the final evaluation report.

Objective 2: Students will acquire skills and attitudes for effective interpersonal communication and cooperative actions.

The Affective Social Behavior Observation Form. Form was filled out once a week by the teachers reporting the behavior of each student. Again taking into account teacher attitude toward the form and task of completing it, the evaluator decided not to report the data for the purposes of the final evaluation report. Observation of weekly "rap" sessions and observations of other activities were cited.

Objective 3: Students will learn to act independently.

No formal measure or means of documentation was adopted.

List of field trips and student-planned activities are cited.

Objective 4: Students will learn to act independently.

No method of quantifying or documenting this information was adopted.

GOAL B: "To Improve Academic Progress."

Objective 1: Students will develop basic skills of reading, writing, mathematics and problem solving.

Stanford Diagnostic Reading/Math Tests, used as pre and post-test of student academic growth. Nearly all students were pre-tested. Many students left the program during the school year and were not post-tested. Some students did not turn in post-tests. The number of students on whom gain scores can be shown is small. Strict testing procedures were not followed.

Objective 2: Students will develop, with the direction of staff and community, more advanced skills based upon needs of students.

The number of students with dual enrollment at Lansing Community College was cited. Some of the courses offered each semester were listed.

Objective 3: Students will learn to act independently.

No formal method of data collection was chosen. The number of "incomplete" grades given out each semester was compared. The number of students studying on a "home-bound" basis was shown and the number of these students receiving a grade was cited.

GOAL C: "To Secure and Maintain Employment."

Objective 1: Students will develop attitudes consistent with employment for wages.

Number of students employed was cited.

Objective 2: Students will participate in activities preparatory for employment.

No formal process was developed to meet this objective. Informal observation was used as a method of determining attainment of objectives, based on the informal activities of staff and students.

Objective 3: Students will develop skills necessary to continue employment.

The number of students who were employed at the same job during the entire program year was cited.

GOAL D: "To Become No Further Advanced In The Criminal Justice System."

Objective 1: Students will not get officially arrested during the program.

Court records.

Objective 2: Students will not be placed under the official jurisdiction of the Probate Court during the program.

Court records.

Objective 3: Students will not be placed in an institution during the program.

Court Records.

Objective 4: Students will not be suspended from school during the program.

Court Records.

1974-1975 Evaluation

The evaluation design utilized for the 1974-75 program is shown in the following chart. Goals and objectives of 1974-75 are also shown.

EVALUATION DESIGN 1974-1975

Objective	Measure	Time	Person(s) Responsible
A. To Improve Self-Concept			
1. Students will come to understand their own emotions and the emotions of others.	Advisor's data from monthly report. Checklist developed by staff, et. al.	Collected 3 times a year. (end of November, end of February, end of May.)	Advisor, analyzed & Summarized by Evaluation Assistant. Advisor and staff, collected by Coordinator. Analyzed and summarized by E.A.
2. Students will be inter-personal cooperative actions.	Records of individual student's participation in cooperative action i.e. newspapers, yearbook, clubs, camping, etc. Checklist developed by staff, et. al.	Collected 3 times a year.	Staff person supervising activity; collected by coordinator. Analyzed & summarized E.A.
3. Students will understand and effectively participate in social and political processes.	Records of activities promoting social and political processes; attendance records.	Collected 3 times a year.	Advisor and staff; collected by coordinator; analyzed and summarized staff by E.A.
4. Students will learn and act independently.	Records of successfully completed student learning contracts, where applicable. Student progress toward meeting course objectives. Progress of home bound students toward meeting course objectives. Record of student run activities.	Collected 2 times a year; (end of semester)	Staff; collected by coordinator; analyzed and summarized by E.A.
B. To Improve Academic Progress			
1. Students will develop skills of reading.	Diagnosis of skills upon entry into program, progress checks, record of	Upon students entry into program	Teacher in skill areas (Reading and Writing)

writing, mathematics and problem solving.	reading and math objectives completed per student.	Twice per year (Nov. and Feb.) End of semester.	Collected by Coordinator; analyzed and summarized by E.A.
2. Students will develop, with the direction of staff and community, more advanced skills based upon the needs of students.	Records of successfully completed student learning contracts compared to number of students who do not successfully fulfill contracts, where applicable. Records of students who indicate they wish high school accreditation. Record of number of advanced skill objectives completed by students.	End of semester. End of semester 3 times per year.	Staff collected by coordinator analyzed and summarized by E.A. Advisor; collected by coordinator; analyzed and summarized by E.A. Staff; collected by coordinator analyzed and summarized by E.A.
3. Students will learn and act independently.	Records of successfully completed student learning contracts, where applicable. Student progress toward meeting course objectives. Record of student-run activities. Progress of home bound students toward meeting course objectives. Record of student run activities.	Collected 2 times a year; (end of semester)	Staff; collected by coordinator analyzed and summarized by E.A.
C. To Secure and Maintain Employment.	Record of number of students employed consistently. Record of attendance at job. Record of opportunities provided by alternative education for student employment.	Collected 3 times a year. Collected 3 times a year. Collected 3 times a year.	Staff person in charge of job placement; collected by coordinator; analyzed and summarized by E.A. Staff person in charge of job placement; collected by coordinator; analyzed and summarized by E.A.

2. Student will participate in activities preparatory for employment.	Records of activities dealing with employment prospects, ways to secure employment and employment referrals.	Collected 3 times a year.	Staff person in charge of job placement; collected by coordinator; analyzed and summarized by E.A.
	Records of number of students who obtained employment through efforts of Alternative Education and staff.	Collected 3 times a year.	
3. Students will develop skills necessary to continue employment.	Records of activities dealing with the development of skills necessary to continue employment; Records of number of students who participated in such activities (i.e. Career Education)	Collected 3 times per year.	Staff person in charge of job placement; collected by coordinator; analyzed and summarized by E.A.
4. To Become No Further Ad- venced in Criminal Justice System.			
1. Students will not get offi- cially arrested during the program.	Records of the police.	Collected 3 times per year.	Advisor; collected by coordinator; reported by E.A.
2. Students will not be placed under the official juris- diction of the probate court during the program.	Records of the court.	Collected 3 times per year.	Advisor; collected by coordinator; reported by E.A.
3. Students will not be placed in an institution during the program.	Records of the court and records of the school.	Collected 3 times per year.	Advisor; collected by coordina- tor; reported by E.A.

4. Students will not be suspended from school during the program.

Records of the school.

Collected 3 times per year.

Advisor; collected by coordinator; reported by E.A.

The format employed for reporting product data in the 1974-75 final evaluation report was as follows.

1. Statement of the major goal objectives.
2. Statement of the strategy.
3. Student Advisor/Coordinator/Evaluators' comments (where applicable).

This process served to report information, statements, or opinions which the program staff or coordinator felt were supportive of attainment of particular objectives. The following data were reported as support or proof of attainment of the objectives shown.

GOAL A: "Self Concept"

Objective 1: Advisor's comments; based on observation.

Objective 2: Advisor's comments, observation.

Objective 3: Advisor's observations; lists of activities which represented involvement in social and political processes. i.e. symposiums, lectures presentations made to classes at Michigan State University.

Objective 4: Advisor's comments; also the number of home-bound students who completed course work was cited. The number of students who received credit for independent study.

GOAL B: "Academic Progress"

Objective 1: Pre and post test using Stanford Diagnostic Achievement Test,

i.e. Reading Test Level II.

Number of students enrolled in and receiving credit in courses related to writing. A math test composed of Lansing School District Math objectives.

Objective 2: Number of students enrolled in Lansing School District's Academic Interest Center, Adult Basic Education, and Lansing Community College.

GOAL C: "Employment"

Objective 1-3: Number of students employed. Types of employment (pre and post assessment). Percentage of students obtaining job through help of Alternative Education. Number of students fired from job. Advisor's comments; students enrolled in career education course.

GOAL D: "Criminal Justice System"

Objective 1-4: Pre and post assessment based on court records and school records.

Re-Entry Program

Prior to 1973-74 no program product evaluation was required or carried out for the Re-Entry Program. During the 1973-74 program year, Re-Entry was required to report evaluative data to its funding agency, the Michigan Department of Education. The program proposed to report standardized test achievement data in reading and the results of a standardized affective measurement instrument. Several problems arose in the reporting of this data.

The Re-Entry program did not receive official notice of funding until March, 1974. The program could not purchase testing materials until that time. By the time testing materials were ordered, received and distributed sufficient time was not available for a valid pre and post test assessment. The Stanford Diagnostic Reading Test was used and test score were submitted to the funding agency.

The Tennessee Self Concept Measure had been the agreed upon affective measure. This instrument was not used due to the late notice of funding.

The school district Office of Evaluation Services was not contracted to implement the evaluation of the Re-Entry Program. In the spring of 1974 the project director asked the Office of Evaluation Services to prepare a final evaluation report. Such a report was prepared from all available data. The report consisted of a tabulation of SDAT scores.

Evaluation 1974-75

During the program year 1974-75 the Office of Evaluation Services worked closely with the Re-Entry Program to develop and carry out an evaluation of the program.

The following table shows the evaluation design employed during the 1974-75 program year.

Data reported in the final evaluation report was as shown in the evaluation design. The exception is that attendance data was reported by semester rather than by marking period (6 weeks).

RE-ENTRY EVALUATION DESIGN 1974-1975

Objective	Measure	Time	Person(s) Responsible
A. <u>Reading-Comprehension</u> 1. Teachers will determine the individual needs of each student in reading.	(One or more of the following methods will be used for individualized student needs assessment.) 1. School Records 2. Teacher Judgment 3. Achievement Test Scores 4. Diagnostic Test Scores 5. Objective Referenced Locator Test.	Upon entry into the program; collected twice per year.	Data collected by teacher; Analyzed and summarized by Evaluation Assistant
2. The students will make an average gain of 2 contracted objectives per 3-week period.	Record of objectives gained per student	Average gains calculated in conjunction with card marking periods.	Data collected by teacher; Analyzed and summarized by Evaluation Assistant
B. <u>Mathematics</u> 1. Teachers will determine the individual needs of each student in mathematics.	Same as A. 1.	Same as A. 1.	Same as A. 1.
2. The students will make an average gain of 2 contracted objectives per 3-week period.	Same as A. 2.	Same as A. 2.	Same as A. 2.

Objective	Measure	Time	Person(s) Responsible
<u>C. Attendance</u> 1. The average attendance per marking period will be 80%.	Attendance records per marking period will be calculated.	Teacher will review attendance in conjunction with marking period.	Same as A. 1.

Capitol Alternative - Re-Entry Evaluation 1975-76

During 1975-76 the Capitol Alternative program and the Re-Entry program are both funded by the same funding agency, the Michigan Department of Education. The proposed calls for product data to be submitted on the following goals and objectives:

Social Rehabilitation Objectives

Goal 1: "Students will become no further advanced in the criminal justice system."

- Objectives:
- 1) Students will not be officially arrested for infractions occurring while enrolled in the program.
 - 2) Students will not be placed under the official jurisdiction of the Probate Court for infractions occurring while enrolled in the program.
 - 3) Students will not be placed in an institution for any infraction made while enrolled in the program.
 - 4) Students will not be suspended from school while enrolled in the program.

Goal 2: "Target student's skills in reading and/or English will be improved."

- Objective:
- 1) Students will master two new reading/English Objectives per three weeks enrolled in the program.

Goal 3: "Target student's skills in math will be improved."

- Objective:
- 1) Students will master two new math objectives per three weeks enrolled in the program.

Re-occurring Problems with Evaluation

A number of significant problems arose in the evaluation of the Capitol Alternative Program and Re-Entry.

First, both programs had a problem with poorly written and unclear product objectives. Objectives such as:

- 1) Students will come to understand their own emotions and the emotions of other; or,
- 2) Students will learn to act independently.

These objectives are more appropriate as goal statements than product objectives.

The objectives for social rehabilitation of the Capitol Alternative Program were difficult to ascertain. Some students were arrested or arraigned for infractions committed prior to their entry in the Capitol Alternative Program. (The wording of these objectives used during the 1975-76 program should alleviate this problem.)

Measuring school attendance as a measure of social rehabilitation is not totally reasonable. The authors have found that some of the forces which cause a student to miss school may be beyond the student's control. For instance, conflicts between school and work schedule, or having to babysit for younger brothers or sisters, students who leave or are forced to leave home may impact student attendance despite the student's attitude toward school.

Program staff were generally unclear as to the role of the evaluator and their role in the evaluation process. At some points of evaluation,

particularly with the Capitol Alternative Program of 1973-74 there was distrust of the evaluator shown. Staff also felt distrustful at one point (1972-73) of the use of the data by the funding source.

Staff sometimes saw the internal school district evaluator as a external evaluator, and questioned her creditability.

Measurement of affective objectives has been difficult. Standardized instruments to measure the specific qualities sought by the programs are scarce. Students and staff are generally turned off by such instruments, therefore the validity of the response is dubious. It is additionally difficult to pin point the process employed to obtain these objectives. Lansing's programs have employed peer pressure models-- high levels of student and teacher interaction, varying levels of student input to program decisions, and specific course offerings and several other less definable techniques.

Measurement of reading and math achievement of students in the two programs has presented difficulties. Students enrolled in each program exhibit reading and math achievement measuring to range between lower elementary level, 2nd-3rd grade level, to college level achievement. No standardized norm-referenced instrument available can adequately cover this range in achievement and show valid gains in achievement. Additionally students of the characteristics of many of the target students are turned off by, or apprehensive of formalized testing. Teachers find little day to day utility in the standardized norm-referenced testing results.

The students in the two programs are highly mobil.

Only 20% of the students enrolled in the Re-Entry program during 1974-75 spent the entire year in the program. At one site only 5% of the students spent the entire year in the program. This mobility yields barriers in obtaining meaningful pre and post assessments for all students' achievement using a standardized normed referenced instrument.

The Re-Entry program utilized an objective-referenced management system as a means of measuring student gains (reading and math) in terms of a hierarchy of objectives. Although there was little in-service or training time available to the staff in use of the system, the system did yield useful data.

Both programs expressed feelings that there was not enough anecdotal information included in the reports to show the important but non-measurable successes that the program had.

Evaluation of Alternative Programs in Lansing: The Future

The entire concept of program evaluation as described by the Lansing School District, Office of Evaluation Services is to train decision makers to use meaningful data for decision making. It is the intent of the office to pass on techniques and methods to the decision makers so that they can carry out their own internal evaluation.

Capitol Alternative Education and Re-Entry are moving toward conducting their own internal evaluation. During 1975-76 the evaluator assigned to the project served as a consultant to the project. The role of the evaluator was decreased and the role of the staff in data collection, tabulation, and reporting has increased.

It appears that soon the programs will be able to conduct their own evaluations thus making the gathering and analysis of data closest to the point where it will actually be used for planning and decision making.

Conclusions

The Capitol Alternative and Re-Entry programs are two uniquely alternative programs. Although they differ in important ways from the alternative programs Deal describes they are nonetheless comparable to the dimensions of innovativeness and stages of development described by Deal.

Both programs qualify as alternatives, and both programs have progressed through the stages described by Deal. Whereas the programs described by Deal progressed through the stages of development through a matter of weeks and months, the programs in Lansing progressed through the stages over three through six years.

Both programs progressed through the stages at different rates. Both programs exhibited different levels of intensity of the stages. Although the experiences each program differ, the pattern of experiences is the same. Both programs have progressed through the stages of development and have arrived at a level of resolution. But rather than these stages being a stagnant process the authors see the process as dialectical.

Both Capitol Alternative and Re-Entry have implemented program evaluations. Each program has engaged in evaluation at varying levels and with varying outcomes. Both programs have experienced similar difficulties with evaluation designs and articulation of product and process objectives.

The use of evaluation has served the programs by focusing attention on pre determined program goals and objective, and the processes available to meet those goals and objectives. Evaluation has served the programs by supplying data for planning and decision making.

In light of the evidence supporting the theory of the development of alternative programs in stages, it appears that realization of the likelihood of these trends in development of alternative programs along with the use of evaluation techniques should yield a stronger alternative program.

The authors conclude that before definitive decisions can be made on the success or lack of success of an alternative program, the program should progress through the stages as described. The crucial point is the resolution stage.

Ongoing evaluative data can yield information on the utility of particular processes in meeting program goals and objectives. Evaluation can yield information concerning the applicability of the identified goals and objectives to the actual intent of the program.